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ABSTRACT

This final report of the Kentucky Research Coordinating Unit for Vocational Education summarizes the activities covered from April 1, 1967 to August 31, 1969. Major activities during this period included: (1) stimulating research, (2) carrying out research and development projects, (3) identifying potential research problems, (4) disseminating research findings, (5) developing a handbook of functions and operating procedures, and (6) establishing cooperative relationships among the individuals and institutions of Kentucky and other states. (GR)

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FINAL REPORT

Project No. OE-5-85-113
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CONTINUATION
OF THE KENTUCKY
RESEARCH COORDINATING UNIT

September, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
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CONTINUATION OF THE KENTUCKY RESEARCH COORDINATING UNIT

Clayton P. Omvig

Research Coordinating Unit
College of Education
Vocational Education
University of Kentucky
Lexington, Kentucky 40506

September 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. Department of
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SUMMARY

The Kentucky Research Coordinating Unit was established in June, 1965, to serve as the research arm for the State program of vocational and technical education. The responsibility of the KRCU extends along the entire continuum of vocational education, including the University of Kentucky, the State Universities, the State Bureau of Vocational Education, the area vocational schools of the State, and other local educational agencies.

The intention was to bring together a research staff and supporting professional personnel in vocational education to provide the leadership, motivation, and coordination needed to create a favorable climate for research and related activities in vocational education. The formulation of the KRCU was not intended to usurp the research responsibilities of university faculty, state department personnel, or other professional educators. Rather, the Unit would function to provide leadership, consultative services, and in some cases, funds to coordinate and advance the research activities of vocational education in the State.

To conduct these research activities, the KRCU staff includes a director, four research associates, secretarial assistance, and graduate research assistants. Consultants and student help are employed as needed. In addition to the personnel listed above, the organizational structure also includes five research coordinating committees composed of professional personnel in the State program of vocational and technical education and from the State Employment Service. A member of the Research Coordinating Unit Staff serves as chairman for each of these committees. The committee structure also includes a research advisory committee and a State research steering committee.

The Unit has engaged in a variety of activities designed to accomplish its purposes. Among the significant activities were: (1) stimulation and encouragement of research and development projects in vocational and technical education. Accomplishment of this activity is demonstrated by the listing of projects and activities in Appendix E. (2) Carrying out in-house research and development projects. (3) Funding and monitoring of contract research. (4) Providing consultative services. (5) Organizing research coordinating committees to identify potential research problems. (6) Dissemination of research findings. (7) Publishing and disseminating RCU newsletters, brochures, and monographs. (8) Developing and disseminating a handbook on RCU functions and operating procedures. (9) Maintaining a functional research-resource library, and (10) Establishing cooperative relationships among the individuals and institutions of Kentucky, and other

states which produce or consume occupational research.

The Kentucky Research Coordinating Unit made substantial progress toward attaining its purposes during this grant period. The KRCU has been accepted as an integral part of the total vocational education program and has received excellent support and cooperation from the vocational education personnel of the State.

INTRODUCTION

The Problem

The status of occupational research and development activities in Kentucky was the central problem that prompted the establishment of a Research Coordinating Unit for Kentucky. It was anticipated that through this Unit, research could be emphasized as a basis for giving direction to more effective program planning and implementation.

Within the State, there existed few research-resource persons who could be called upon to assure the conduct of desirable research, training, experimental, developmental, or pilot programs under provisions of the 1963 Vocational Education Act. Therefore, there was an urgency to coordinate the present research talent that was available and to acquire additional researchers in the form of Research Coordinating Unit personnel. This research nucleus could then assess the potential research capability, interest, and need. From this assessment would come the plan for structuring an over-all program of research and development to serve the evolving state-wide program of vocational education, on a continuing basis. In this manner, the Research Coordinating Unit would serve as the vehicle for stimulating and encouraging the occupational research and development effort that was so desperately needed.

It was anticipated that the final outcome to be expected from this endeavor would be the development of a wholesome attitude and commitment on the part of persons responsible for vocational education, so that all would become producers, disseminators, or consumers of research. The overriding emphasis would be the proper involvement and utilization of research activities needed to assure a quality program of vocational education for all people in Kentucky.

The value of research as a tool to decision-making has long been appreciated by business and industrial leaders. Education, and more explicitly vocational education, has been slow in adopting this management technique.

Congress reflected its concern about the lack of attention given to research pertaining to educational problems, and its desire to support a more in-depth program of research directed toward improving the quality of instructional programs. This has been evidenced by the provisions made for research and development in all significant educational legislation passed in recent years, including the provisions made in the Vocational Education Amendments of 1968.

For purposes of this report, explanation will center around

the provisions for research outlined in the Vocational Education Act of 1963, and the 1964 Kentucky State Plan for Vocational Education since it was under these provisions that the project was initiated and carried out.

Background

Kentucky was given the opportunity to establish a Research Coordinating Unit for vocational and technical education in 1965. A proposal, entitled "Structuring a Program of Research and Development for Kentucky Designed to Bring Together All Available Research Resources to Support a Continuing Program of Vocational Education," was submitted to the U.S. Office of Education requesting federal support under Section 4 (c) of the 1963 Vocational Education Act, on May 1, 1965. This proposal was approved by the U.S. Office of Education, pending final negotiations, on June 1, 1965. The project was supported by a federal cost-basis contract and by state funds. The initial contract period was for 18 months, beginning June 1, 1965. This contract was later extended for four months and the closing date of March 31, 1967 was established.

On January 15, 1967, the revised copy of a proposal, entitled "Continuation of the Kentucky Research Coordinating Unit," was transmitted to the U.S. office of Education in an effort to gain continued support for the operation of the Unit. The continuation proposal was accepted and the Research Coordinating Unit went into operation under the new project title on April 1, 1967. The funding period was to extend through June 30, 1968, but was amended to include the period ending November 30, 1968.

Through the transition of Research Coordinating Units from direct federal support to State plan support, to total funding of this project was extended until August 31, 1969. Thus, the total grant period with which this report deals extends from April 1, 1967 to August 31, 1969.

Purpose

The Kentucky Research Coordinating Unit was organized to provide the leadership, motivation, and coordination needed in the state to create and foster a favorable climate for occupational research and development in vocational education. It was given the

responsibility to build and maintain a continuing program of research and development. This program was planned as an ancillary service to help assure quality in all programs of vocational education in the state.

Although housed at the University of Kentucky, the Research Coordinating Unit was considered to be the research arm of the state program of vocational education and functioned through the Supporting Services Unit of the State Bureau of Vocational Education. The state-wide responsibility for research and development activities in vocational education was recognized by the University of Kentucky and by the Research Coordinating Unit personnel.

The Unit was to initiate activities to stimulate, encourage, and coordinate statewide research dealing primarily with manpower requirements and job opportunities, human resources development, and educational resources development. The synthesis of these three basic areas - people, jobs, and the programs and facilities required to couple these resources - would constitute the base for effective planning, development, and implementation of vocational training programs, activities, and services. In addition, it was considered necessary to initiate training programs dealing with research and development, and provide a means whereby the results of research could be disseminated to the consumer.

It became readily apparent that a need existed for the Research Coordinating Unit staff to function for an additional purpose, i.e., a support position to administrative vocational education personnel in terms of operational research needed as an input to the decision-making process.

Therefore, two main functions emerged -coordination of research activities and staff support in the form of operational research.

It was apparent that a Research Coordinating Unit was needed to give attention to significant areas of concern which called for national, state, and local involvement, cooperation, and coordination. Some areas of concern which were outlined in the project proposal to receive consideration by the Kentucky Research Coordinating Unit were:

1. The stimulation, facilitation, and coordination of ongoing programs of research and development designed to maximize the acquisition and utilization of information in developing programs in vocational education to meet the needs of persons employed in or planning to enter the labor force.

2. The development of a plan for providing effective occupational information services to the appropriate persons in Kentucky and elsewhere.

It was intended that mutually beneficial relations would be established with the national program of ERIC, especially the Clearing House for Vocational and Technical Education at The Ohio State University; with the Vocational Education Program Information Center (VEPIS) being set up by the Kentucky State Department of Education; with other state research coordinating units; with the regional research and development centers; and with other public and private research institutions. It was anticipated that this service would be effective in collecting, synthesizing, interpreting, and disseminating occupational information in terms of the needs of the intended consumers.

3. The formulation of procedures and techniques of collecting and processing information to satisfy the requirements for program evaluation, as called for by federal and state regulations and by persons responsible for state and local programs.

The significant purposes for which the Unit was organized were to:

1. Establish occupational research and development as an integral part of the total program of vocational education in Kentucky, including the teacher-education institutions, the State Department of Education, and local school systems.

2. Establish an occupational research-resource library for use by persons contemplating research, training, development, and evaluation projects related to vocational education. It was to be maintained by the research staff for its use in research, providing consultative services, and working with graduate students.

Establishment of the library would require cooperation and coordination with several programs that relate to vocational Education, such as: the ERIC Clearing House at The Ohio State University; vocational education information systems; the College of Education Library; other college and departmental libraries; and the Margaret I. King Library at the University of Kentucky.

3. Establish a program of information services to facilitate the collection and reporting of research and related activities in a form usable by potential consumers.

4. Develop appropriate relations with state colleges and universities, State Department of Education, local school systems, and other public and private non-profit institutions and agencies, to stimulate and coordinate research and development activities and the training of researchers needed in vocational education.

5. Provide consultative services to eligible institutions, agencies, and individuals interested in developing proposals for

research and training programs, and experimental, developmental, or pilot projects.

6. Establish a continuing system for evaluating the research needs of the state program of vocational and technical education.

7. Assist in the development of a computer based vocational education information system.

8. Coordinate occupational research within the state and cooperate with researchers outside the state.

9. Develop an "Operational Handbook" for persons working with the Kentucky Research Coordinating Unit, including: rules, regulations, operating and funding procedures, definition of responsibilities, a research proposal format, and policies regarding financial support of research and training programs.

The expected contributions to education from the operation of the Kentucky Research Coordinating Unit included:

1. Sustained emphasis to the kinds of research and related activities that will have the desired impact on the decision-making process by which sound instructional programs are developed and maintained.

2. The development of a wholesome attitude and positive committment to research and development as an essential supporting service of vocational education.

3. Needed attention given to significant areas of concern which call for national, state, and local involvement, cooperation, and coordination, such as program evaluation.

4. Maximized acquisition and utilization of information needed in developing programs of vocational education to meet evolving requirements of persons in the labor force.

5. Establishment of a continuing plan for state program evaluation which will serve as a basis for the improvement of vocational education programs in Kentucky.

METHOD

Organization

The organizational structure for the "Continuation of the Kentucky Research Coordinating Unit" remained the same as was established in the original RCU project. This organizational structure is shown in Figure 1, page 9 . It includes the key personnel and supporting services, and indicates the lines of communication with cooperating institutions, organizations, and agencies. The Unit is centered in the College of Education at the University of Kentucky. It was authorized by the State Board of Education. The Unit Director was jointly responsible to the Assistant Superintendent of Public Instruction for Vocational Education, State Department of Education, and the Dean of the College of Education, University of Kentucky.

The primary responsibility for coordinating occupational research and development activities which relate to the state program of vocational education belongs to the State Board of Education. It operates under the direction of the Assistant Superintendent of Vocational Education. However, all institutions, organizations, and agencies with interests in this area, and resources which can be "keyed in" on research and development important to vocational education should be encouraged to participate actively in a coordinated program designed to serve the vocational education needs of the state.

The primary plan for the unit included a director, five associate research specialists, four research assistants, four graduate assistants, three secretaries, and student help when needed. The primary unit represented the ancillary service in research and development provided for in the State Plan for Vocational Education.

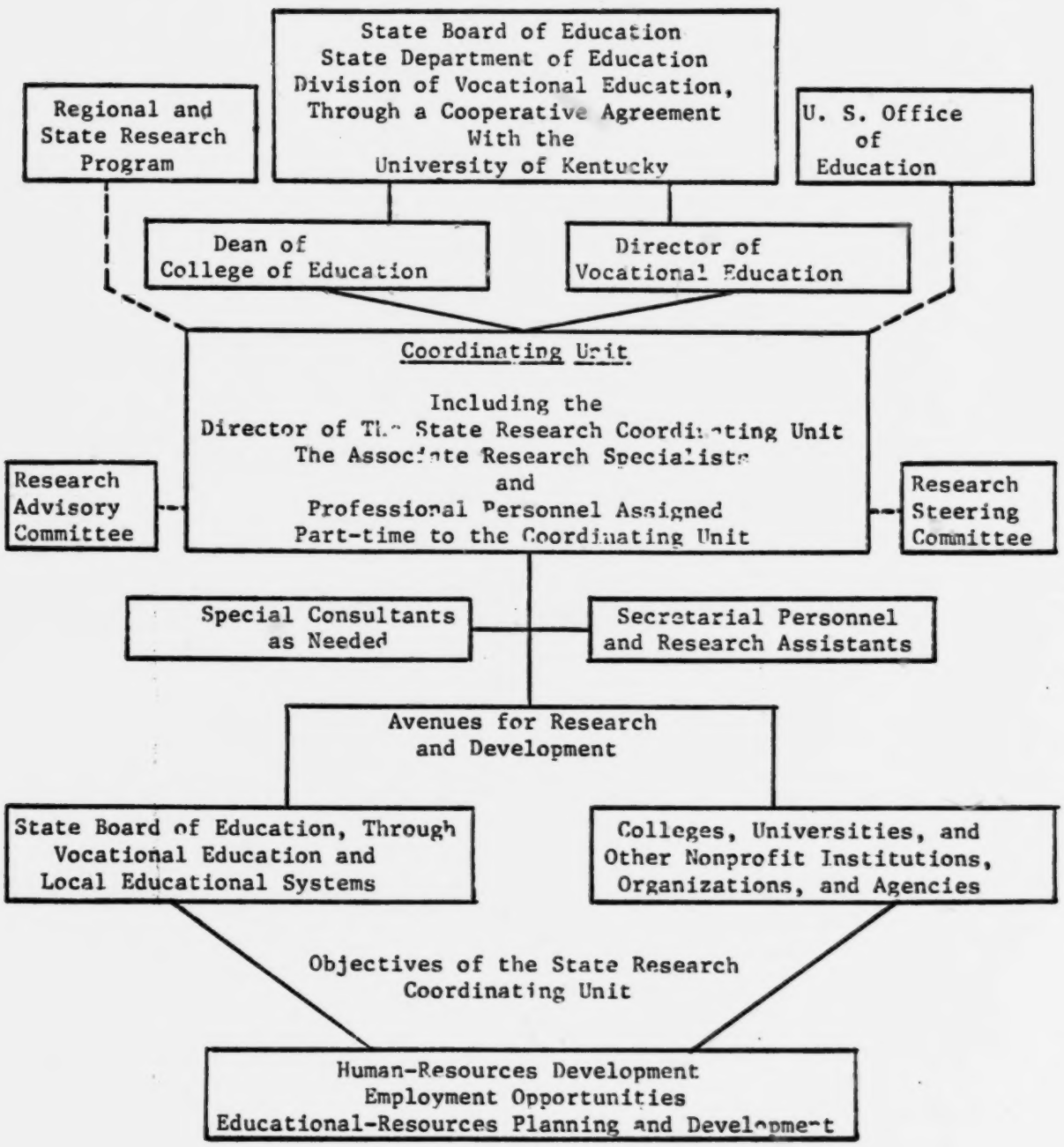
In addition to the primary unit, the Kentucky Research Coordinating Unit involved a research coordinating committee selected from all professional levels and all program fields in vocational education, six representatives from the State Employment Service, a state research advisory committee, a state research steering committee, and special consultants as needed.

Research Coordinating Committees

Representatives from vocational education and the State Employment Service were organized into six research coordinating committees. Each committee included a representative from these areas: administration, agriculture, business and office, distri-

Figure 1

STRUCTURE OF FUNCTIONING OF THE STATE RESEARCH COORDINATING UNIT


State Board of Education
State Department of Education
Division of Vocational Education,
Through a Cooperative Agreement
With the
University of Kentucky
Regional and State Research Program
U. S. Office of Education
Dean of College of Education
Director of Vocational Education
Coordinating Unit
Including the
Director of The State Research Coordinating Unit
The Associate Research Specialists
and
Professional Personnel Assigned
Part-time to the Coordinating Unit
Research Advisory Committee
Research Steering Committee
Special Consultants as Needed
Secretarial Personnel and Research Assistants
Avenues for Research and Development
State Board of Education, Through Vocational Education and Local Educational Systems
Colleges, Universities, and Other Nonprofit Institutions, Organizations, and Agencies
Objectives of the State Research Coordinating Unit
Human-Resources Development
Employment Opportunities
Educational-Resources Planning and Development

bution and marketing, health occupations, home economics, technical occupations, trades and industry, guidance services, and the State Employment Service. A member of the research coordinating unit staff served as chairman of each committee.

The six committees were to give attention to all areas of vocational education which called for research and training programs and experimental, developmental, or "pilot" projects. The committees were organized to relate to these areas: (1) employment opportunities; (2) human-resources development; (3) educational-resources development; (4) manpower development; (5) training programs for professional personnel; and (6) occupational information services.

1. Employment Opportunities Committee

   This committee was concerned with the range and kind of employment opportunities available to the peoples in Kentucky who would enter the labor force, and the assessment of competencies needed for job entry and advancement on the job.

2. Human Resources Development Committee

   This committee was concerned with the knowledge, skills, aspirations, and motivations of people who enter the labor force as they relate to the development of vocational and technical programs.

3. Educational Resources Development Committee

   This committee was concerned with all factors that related to the development of vocational education programs to meet evolving occupational needs and to the quality and effectiveness of ongoing programs.

4. Manpower Development Committee

   This committee was primarily concerned with the unemployed and underemployed youth and adults who needed vocational and technical education as a basis for adequate employment. It was also concerned with the effectiveness of the programs that were organized to serve this group.

5. Training Programs Committee

   This committee was concerned with the availability of competent professional persons needed to conduct effective programs of vocational and

technical education and the ancillary services, and the need for training programs to maintain a sufficient supply of professional persons in all program areas.

6. Information Services Committee

This committee was concerned with the proper utilization of research findings in program development. It will give attention to collecting, synthesizing, interpreting, and disseminating research which is important to vocational and technical education.

All members of the research coordinating committees, except the chairmen, were selected from the program fields. As members of the program fields, their primary responsibility was developing and carrying out programs of vocational and technical education. As members of the research coordinating committees, they had the responsibility to see that research and development was used as an appropriate ancillary service in giving direction to program implementation and in assessing the effectiveness of program in terms of their objectives.

Each person had several important responsibilities to perform if he were to effectively represent his program area and, at the same time, help the research coordinating committee attain its objectives -- to stimulate, facilitate, and coordinate needed research and development activities. Some of the significant responsibilities of each individual were:

1. To actively participate in program planning, development, and implementation in his program field.

2. To be alert in identifying the problems that must be solved if successful programs are to be carried out.

3. To recognize and appreciate the value of research and development in finding the information needed for sound decision-making.

4. To acquire the competencies needed in research and development to give effective leadership in this program field.

5. To understand the objectives of the research coordinating committees and to accept the responsibilities required of each member if they are to be attained.

6. To understand the areas of concern that will be considered by his research coordinating committee.

7. To be alert in identifying and recording all significant concerns of his service group as they are revealed by the members in their efforts to develop, expand, and improve programs.

8. To help communicate all pertinent information on research and development to the professional personnel in his field and assist them in interpreting and using it.

9. To help secure increased research competencies and involvement of the professional personnel in his program field in research and development activities.

10. To be fully prepared to bring before the research coordinating committee the concerns of the people in his program area which call for research and training programs, and experimental, developmental or pilot projects, and help the committee take appropriate action on them.

11. To keep informed about research and development activities important to his program field, and help communicate this information to the people he represents.

12. To become actively involved in research and development pertaining to his program field, particularly in his area of responsibility.

The research-coordinating committees served as the communication link between the leadership responsible for programs and programming, as provided for in the State Plan for Vocational Education, and the research staff which was responsible for stimulating, facilitating, and coordinating research and development activities needed to support program operations.

State Research Advisory Committee

The Superintendent of Public Instruction, upon recommendation of the Assistant Superintendent for Vocational Education and in accordance with the Kentucky State Plan for Vocational Education, appointed a state research advisory committee of sixteen members. This committee included representatives from agricul-

ture, business, home economics, industry, labor, state government, higher education, and general education.

The committee was given the responsibility to periodically review the state program of occupational research and development; compare its plans and accomplishments with the objectives of the state program of vocational education and the educational needs of the people in the state; and advise the research coordinating unit on areas where research and related activities were needed or could be improved. The advisory committee was to meet trimonthly or more often.

State Research Steering Committee

The State Superintendent of Public Instruction, upon recommendation of the Assistant Superintendent for Vocational Education, appointed a state research steering committee of ten members. These persons were selected from institutions, organizations, and agencies that had research resources -- researchers and research facilities -- which should be utilized to the extent possible in occupational research and development. The committee membership included the agencies cited in Section 4(c) of the 1963 Vocational Education Act as being eligible to receive federal funding for research and training programs and experimental, developmental, or pilot programs oriented to the needs in vocational education. The Act included "colleges and universities, and other public or nonprofit private agencies and institutions, . . . State Boards, and with the approval of the appropriate State Board, . . . local educational agencies."

One or more of these categories of institutions were brought into direct working relations with the Kentucky Research Coordinating Unit through the establishment of the State Research Steering Committee. This committee was given the responsibility to assess the research resources in the state, review recommendations made by the State Research Advisory Committee regarding areas where research and development were needed; review directives from the U.S. Office of Education and elsewhere, regarding suggestions, guidelines, policies, and support of occupational research. The Steering Committee was to make recommendations to the State Research Coordinating Unit as to the appropriate research and training programs and experimental, developmental, or pilot programs that should be undertaken and by whom.

It was anticipated that the institutions and agencies represented by the members of the Steering Committee would be interested in undertaking the research needed. Thus, the nature of the committee membership facilitated the establishment of priorities, avoided unnecessary competition and duplication, and recommended appropriate institutions or agencies which should be encouraged to assume responsibility for the research, training, or developmental programs needed. The Research Steering Committee

was to meet tri-monthly or more often.

Final decisions on what action would be taken rested with the Assistant Superintendent for Vocational Education and Dean of the College of Education. Their decisions were to be based on recommendations from the Director of the Kentucky Research Coordinating Unit. It was recognized that certain projects funded under Section 4(c) of the 1963 Vocational Education Act did not require approval by the State Board or its representatives.

Lines of Communication

In determining the organizational structure of the Kentucky Research Coordinating Unit, an important decision that had to be made was the responsibilities of research and development, as an ancillary service, to the state program of vocational education. This included determining the identity and role of the Unit's staff, advisory committees, and consultants, as well as the lines of communications between the Unit's staff and cooperating agencies. The groups included in the organizational structure and the lines of communication established were indicated by the flow chart in Figure 2, page 15.

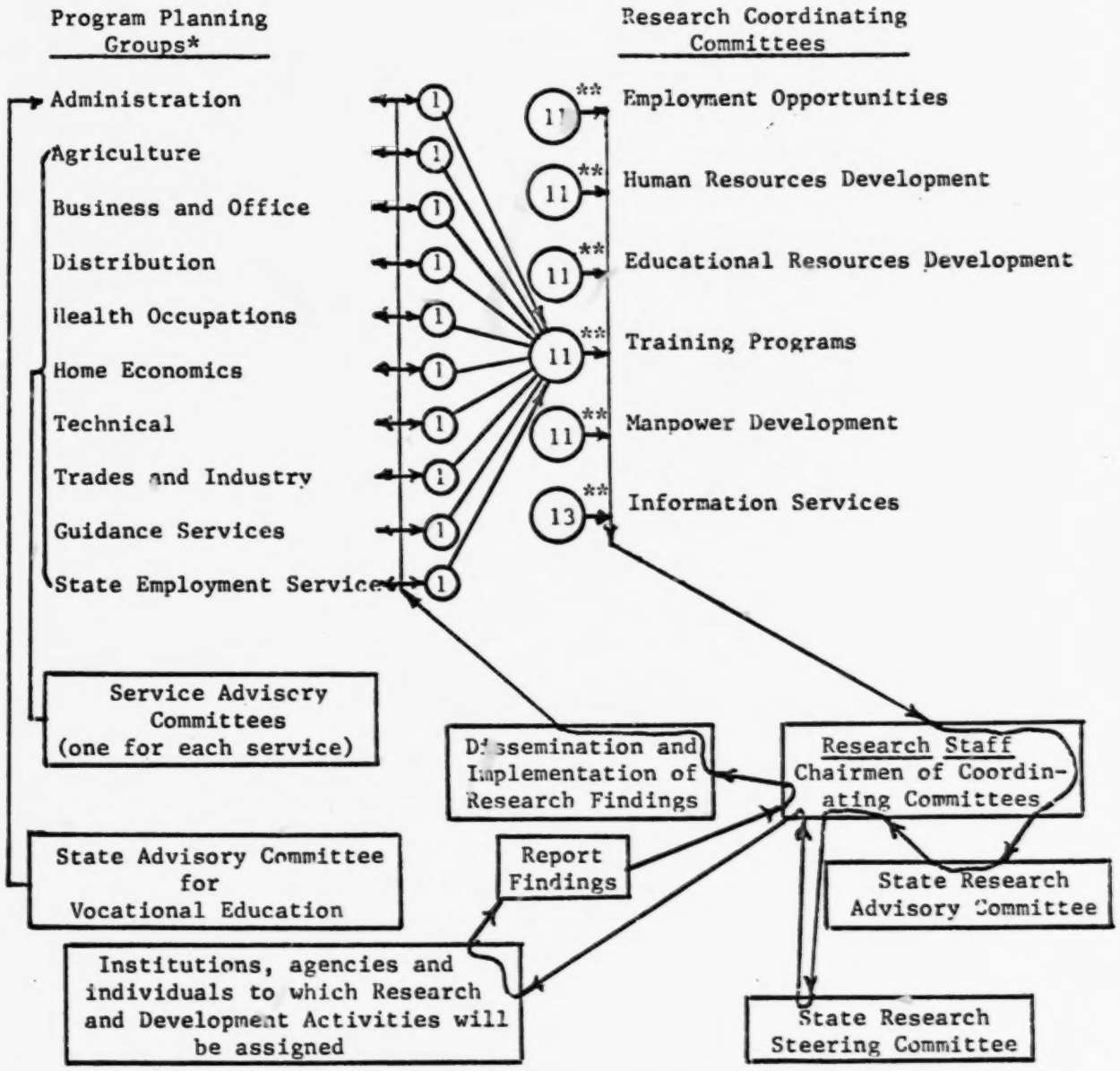
It was thought that a sound program of research and development in vocational education must start with the definition of problems. The problems should stem from endeavors to attain objectives that were in keeping with a sound and accepted philosophy. The process then continued through the implementation of research findings in on-going programs. As shown in Figure 2, at both ends of the process -- program definition and implementation -- the leadership in charge of program operations had the major responsibility for maximizing the benefits that should accrue from research and development.

The structure and relationships shown in Figure 2 were based on the belief that it was highly desirable to involve those who will benefit from research in the research process. More frequently than was the case, the educator could participate actively in the research. In any event, lines by which the researcher could communicate with the educator while the research was in progress greatly increased the probability that the educator would use the research findings.

Figure 2

KENTUCKY RESEARCH COORDINATING UNIT

ORGANIZATIONAL STRUCTURE AND RELATIONSHIPS
-Flow Chart-



*Program planning groups include the leaders responsible for programs and programming. The research and development process begins and ends here.

**Each Research Coordinating Committee includes one representative from each Program Planning Group.

Personnel

The positions which constitute the professional and supportive personnel of the Kentucky Research Coordinating Unit included: the Unit director, the professional staff of associate research specialists, three secretaries, a number of graduate and research assistants, and members of various research committees.

Members of the Unit, as of August 31, 1969, are shown in Appendix A. All of the present full time professional staff members possess the doctorate degree. A composite list of all the people who were employed during the grant period, and the length of time and potition for which they were employed, is as follows:

A. Professional Staff

1. Carl F. Lamar, Unit Director -- major, Vocational Education; minor, Administration. Employed half time from April 1, 1967 to August 31, 1967

2. Daniel S. Arnold, Associate Research Specialist in Educational Resources Development -- major, Curriculum; minor, Research. Employed from April 1, 1967 to July 31, 1967 and Unit Director from September 1, 1967 to January 31, 1969.

3. Lowell A. Gough, Associate Research Specialist in Manpower Development (Disadvantaged Youth and Adults) -- major, Education and Psychology. Employed full time from April 1, 1967 to June 30, 1968.

4. Carol J. VanTassel, Associate Research Specialist in Human Resources Development -- major, Sociology; minor, Statistics. Employed full time from April 1, 1967 to January 31, 1969.

5. Charles D. Wade, Associate Research Specialist in Occupational Information Services -- major, Vocational Education; minor, Agriculture. Employed full time from April 1, 1967 to January 1, 1968.

6. Harold R. Rowe, Associate Research Specialist in Employment Opportunities Studies -- major, Evaluation and Research Design. Employed full time from April 1, 1967 to September 8, 1968.

7. Clayton P. Omvig, Unit Director -- major, Administration and Educational Research; minor, Sociology. Associate Unit Director from August 27, 1968 to January 31, 1969. Unit Director from February 1, 1969 to August 31, 1969.

8. Arsenio Espinoza, Research Associate in Occupational Information Services -- major, Vocational Education and Administration; minor, Sociology. Employed half time from September 9, 1968 to August 31, 1969.

9. Floyd L. McKinney, Research Associate in Educational Resources Development -- major, Agricultural Education, minor, Instructional Media. Employed full time from July 1, 1969 to August 31, 1969.

10. Alfred J. Mannebach, Research Associate in Human Resources Development -- major, Vocational and Technical Education; minor, Agricultural Education. Employed full time from July 1, 1969 to August 31, 1969.

11. Steven J. Gyuro, Research Associate in Manpower Development -- major, Educational Research and Management; minor, Curriculum and Instruction. Employed full time from August 15, 1969 to August 31, 1969.

B. Research Assistants (employed half time)

1. Frank R. Asbury -- major, Guidance and Counseling. Appointment from April 1, 1967 to July 31, 1967.

2. Charlotte C. Denny (Mrs.) -- major, Guidance and Counseling. Appointment from April 1, 1967 to June 30, 1968.

3. Charles H. Gibson -- major, Vocational Education. Appointment from April 1, 1967 to June 30, 1968.

4. Roy Giehls, Jr. -- major, Vocational Education. Appointment from April 1, 1967 to February 19, 1968.

5. Patricia A. Walker -- major, Curriculum. Appointment from June 1, 1968 to July 1, 1968.

6. Orman R. Wright -- major, Vocational Education. Appointment from July 1, 1968 to June 30, 1969.

C. Graduate Assistants (employed half time)

1. Shirley A. Price (Mrs.) -- major, Home Economics. Appointment from April 1, 1967 to May 31, 1967.

2. Sherry L. Kellay (Mrs.) -- major, Library Science. Appointment from April 1, 1967 to May 31, 1967.

3. Ellen M. Malone (Mrs.) -- major, Business and Office Education. Appointment from April 1, 1967 to August 15, 1967.

4. Frederick F. Waters -- major, Vocational Education minor, Agriculture. Appointment from September 25, 1967 to December 31, 1967.

5. Mary J. Earle -- major, Curriculum, Appointment from January 16, 1968 to May 31, 1968.

6. Jean Ann Hafer -- major, Home Economics. Appointment from January 29, 1968 to June 30, 1969.

7. Patricia L. Wilson -- major, Home Economics. Appointment from January 2, 1968 to May 31, 1968.

8. Sharon H. Denton -- major, Theatre Appointment from February 7, 1968 to August 31, 1969.

9. Ernest P. Fowler -- major, Vocational Education. Appointment from February 1, 1969 to August 31, 1969.

D. Secretaries (all employed full time)

1. Patricia W. Hiatt (Mrs.) -- Employed from April 1, 1967 to January 3, 1969.

2. Anne C. Mills (Mrs.) -- Employed from April 1, 1967 to August 31, 1969.

3. Kathleen Brown (Mrs.) -- Employed from April 3, 1967 to June 30, 1967.

4. Sharon K. Middleton (Mrs.) -- Employed from July 17, 1967 to June 30, 1968.

5. Sheila G. Onkst (Mrs.) -- Employed from March 4, 1968 to August 31, 1969.

6. Wilda J. James (Mrs.) -- Employed from January 27, 1969 to August 31, 1969.

E. Research Coordinating Committees

See Appendix B. - List effective April 1, 1967

F. State Research Advisory Committee

See Appendix C - List effective April 1, 1967.

G. State Research Steering Committee

See Appendix D - List effective April 1, 1967.

Facilities

The Kentucky Research Coordinating Unit, since its inception in June, 1965, has been located in the College of Education at the University of Kentucky. The University assigned space for the Unit in the Taylor Education Building and completely renovated the area. The area included six offices, a room for research and graduate assistants, a room for student help and assembling materials, area for secretaries, a conference room, and a room for the research-resource library. All the space was renovated except the room for the research-resource library. Plans were submitted for air conditioning the entire area. Partial air conditioning was achieved in July, 1969.

The University of Kentucky Research Foundation authorized funds for purchasing new office furniture and equipment for the Kentucky Research Coordinating Unit. It included typewriters, dictating equipment, calculators and stands, desks, chairs, book cases, library shelves, filing and supply cabinets, conference tables, library tables, copying machine, and a micro-fiche reader and reader printer.

The location of the Kentucky Research Coordinating Unit at the University of Kentucky made readily accessible many resources at the University which facilitated the research and training activities of the Unit. The Unit had access to the facilities of the Computing Center; the University, college and departmental libraries on campus; and a staff of competent consultants in the related disciplines as well as research specialist. The University of Kentucky Research Foundation was extremely helpful in preparing proposals, negotiating contracts, operating the program, and giving financial support to the Unit. Other organizations on campus have been helpful. They included the Bureau of Business Research, the Center for Developmental Change, the Bureau of School Service, and the College of Agriculture and Home Economics.

A strong feature of the setup for the Coordinating Unit was the way that the Division of Vocational Education is organized in the College of Education. The Division included all of the vocational education fields. Thus, the teacher education programs in all fields of vocational education were closely associated with the Research Unit. Also, the instructional materials laboratory in vocational education was located adjacent to the Unit. The Instructional Materials Laboratory had a staff of nine professional people serving all vocational education fields.

The State Department of Education also represented an important research resource. The University of Kentucky is only 25 miles from the State Department of Education. Therefore, the resources of the State Department have been readily accessible to the Unit. The resources include a computing center and statistical department, a resource library, and consultants from many areas of education, including all fields of vocational education.

RESULTS

The results or accomplishments of the Kentucky Research Coordinating Unit, from April 1, 1967 to August 31, 1969, were classified according to the purposes of the Unit. The following section of the report was an attempt to highlight the accomplishments of the Unit, in narrative form, through brief summaries of Unit activities. A more detailed list of Unit activities appears in Appendix E.

1. Establish occupational research and development as an integral part of the total program of vocational education in Kentucky.

   As was the case in the original RCU project, employment of a competent research staff continued to be a major problem encountered in the effort toward meeting this first purpose. The Unit was fully staffed at the beginning of this grant period (April 1, 1967), but by August, 1967 staff turnover had begun. In August, Carl F. Lamar, Unit Director, left the RCU to assume new duties as State Director of Vocational Education for Kentucky. Daniel S. Arnold, Associate Research Specialist for Educational Resources Development, was appointed as Unit Director.

   In December, 1967, Charles D. Wade, Associate Research Specialist in Occupational Information Services, resigned his position in the Research Coordinating Unit to become Director of the Program Planning, Development, and Implementation Unit in the State Bureau of Vocational Education, Frankfort, Kentucky.

   By the summer of 1968, two other Associate Research Specialists, Lowell A. Gough and Harold R. Rowe, had resigned. At that point, four staff positions in the Unit were vacant. The remaining staff consisted of Daniel S. Arnold, Unit Director and Carol J. Van Tassel, Associate Research Specialist in Human Resources Development.

   In September, 1968, two additional staff members were hired for the Unit. Clayton P. Omvig joined the RCU as Associate Unit Director and Arsenio Espinoza was hired to fill the position of Research Associate in charge of Occupational Information Services. At this time, the staff totaled four full time people.

January, 1969 brought additional staffing problems to the Unit. Daniel S. Arnold resigned as Unit Director to assume a new position as Coordinator of Research and Development in the College of Education, University of Kentucky, Lexington, Kentucky. Carol J. Van Tassel left the Unit to pursue doctoral study on a full time basis, and Arsenio Espinoza requested to be shifted to half time employment in order that he might enroll in a doctoral program at the University of Kentucky. Therefore, on February 1, 1969 the Unit staff consisted of one full time person, Clayton P. Omvig, and one half time person, Arsenio Espinoza.

Because of the continuing problem of staff turnover, and because a great amount of the turnover was due to staff members leaving to pursue advanced degrees, it was decided that, to the extent possible, only persons possessing the doctorate degree would be considered in the restaffing of the Unit. Because of the limited availability of such people, it was anticipated that the vacant positions could not be filled until summer or fall of 1969. This assumption proved to be true, but the Unit was again fully staffed by August 15, 1969.

Three new men were hired in the restaffing. Floyd L. McKinney joined the staff in June as the Research Associate in Educational Resources Development. Also joining the staff in June was Alfred J. Mannebach who assumed the position of Research Associate in Human Resources Development. In August, Steven J. Gyuro was employed as the Research Associate for Manpower Development and Employment Opportunities.

Because of the fragmentary and sporatic staffing pattern of the Unit, the organizational structure and committee structure of the Unit, which was outlined in the METHOD chapter of this report, failed to materialize as fully as was desired. This structure was to have been the major basis for identifying those problems for which research and training projects were required. Because of this structural breakdown, problem identification was left largely to the staff of the Unit, through consultation with committee members, and to those people who independently presented research topics to the staff. Some of these research problems were taken on by staff members as in-house research projects and others were funded by the RCU, through 4 (a) monies, as contract research.

A major development in the Research Coordinating Unit operation, which was not specifically outlined in the METHOD section of this report, was the expansion of the

service role of the RCU. Members of the KRCU staff have been extensively involved as resource personnel to the State Bureau of Vocational Education, the State Universities of Kentucky, and to the area vocational schools of the State. This support of line personnel has been in the areas of committee work, planning for vocational education, conference development and participation, consultative help, and in-house research projects designed to provide information for decision-making. Through this effort, the RCU was more firmly rooted as a valuable source of assistance and became an integral part of the total vocational education program in the State.

Although plagued by staffing problems, achievement of the first purpose was demonstrated through the generation of one or more proposals for research and development activities in three of the five state supported universities; among the staff of the State Department of Education, Bureau of Vocational Education, and the area vocational schools; and studies of vocational education needs on a local school district and area basis, including: vocational education needs of greater Louisville, Bowen County needs, and cooperation with Title III in Fayette County. In addition, Unit staff worked with other local districts and individual teachers as consultants on research and development projects.

The committee structure of the Unit, as explained in the METHOD section of this report, did much to establish occupational research and development as an integral part of the total program of vocational education by involving so great a number of vocational educators in the planning and development of research and development projects. In addition, teacher educators from the various State universities were often used on special committees and as consultants in the planning and operation of research and development projects.

2. Establish an occupational research-resource library.

Information retrieval and dissemination have continued to be considered as major elements in conducting the activities of the Research Coordinating Unit. To assist in retrieval and dissemination activities, a research-resource library was established and maintained, and a Research Associate for Information Services became a permanent staff position in the Unit. Books, periodicals, and completed research studies helpful to the staff and research assistants were continually collected and filed in

the library. This provided the staff with ready access to source documents, many of which would not have been available in other libraries. A graduate assistant was assigned to work as librarian and also to route newly obtained documents to the staff prior to filing. A system of cross references is being further refined to allow ready access to miscellaneous papers and reports.

The library now contains an extensive section of books dealing with research methodology and statistics. Other sections deal with specific occupational areas, the disadvantaged, sociology, psychology and a section is presently being developed which will deal with modern management and planning techniques, including materials on the systems approach, PERT and PPBS.

Also included in the library was a complete set of ERIC microfiche which relate to vocational-technical education. Through the University of Kentucky College of Education library, the Unit had access to the total ERIC collection of microfiche. The College of Education library obtained monthly additions of all new ERIC documents. A microfiche reader and a reader-printer was obtained and is housed in the research-resource library.

3. Establish a program of information services.

Closely tied to the previously discussed purpose was the establishment of a program of information services. As was mentioned, retrieval and dissemination of information was considered to be so significant an aspect that a staff position was created and maintained for information services. The library was one of the tools used to accomplish this goal. But, the library only housed the documents and facilitated a dissemination aspect only for the consumer to whom the library was readily available. Therefore, two additional aspects became crucial. Research documents had to be reduced to a form the consumer could understand, and pertinent information had to be disseminated to the user. These became the major functions of the information services aspect in addition to the operation of the research-resource library. Dissemination efforts took the form of distribution of reports of funded and in-house studies, periodic newsletters on research and development activities, brochures and monographs, and selective dissemination of ERIC abstracts. The latter dissemination effort was conducted in cooperation with the Tennessee RCU, with other RCU's in the Southern region also participating.

The Research Coordinating Unit Selective Dissemination of Information (RCU/SDI) has had considerable impact on local vocational education personnel in that an entire "Research in Education" document was not mailed to them in mass. Rather, the abstracts in the document were sorted as to their value to a particular audience group. Over thirty audience categories were developed, including such groups as: teachers in the various occupational areas, State Department of Education personnel by occupational area, teacher educators by teaching assignment, Administration, Counselors and Counselor Educators, Vocational Rehabilitation, Ancillary Services, and the State Advisory Council for Vocational Education.

Through its dissemination effort, the Research Coordinating Unit evolved as a central clearing house of research and related documents for Kentucky. In the selective dissemination project, the vocational education personnel of the State were urged to contact the RCU concerning documents they desired. Although these same documents and microfiche were readily available to individuals, the "red tape" of requisitioning these materials at the local level tended to cause a lack of use and lack of interest in their use. By a letter or post card to the RCU, the user can now obtain microfiche or hard copy of a research report at no cost and without having to fill out the normally required purchase order. Many have taken advantage of this service and the number participating is expected to increase as more vocational educators become familiar with this dissemination effort and the procedures involved.

4. Develop Appropriate Relations.

Throughout the funding period, the staff of the RCU made contacts and consulted with numerous agencies (public and private), institutions, and associations. The purposes of these meetings varied from the giving of information about the RCU and its functions, to providing technical assistance on proposals, projects, and activities of mutual concern. Through these contacts, the ground work was layed for a cooperative effort toward the improvement of vocational education. Included among the organizations with which the RCU worked were Title III of the E.S.E.A., Child Welfare, the State Employment Service, Spindletop Research Foundation, the Council of Southern Mountains, the Urban League, the Appalachian Regional

Commission, model cities, Kentucky Educational TV and the Kentucky Nurses Association.

In addition to the above contacts, the RCU staff continually worked to establish sound working relations with the State Bureau of Vocational Education, the area vocational schools of Kentucky, local schools, and the various State universities. While the staff was reduced in size, some of these relations were temporarily curtailed. The new staff of the KRCU is now in the process of visiting each area vocational school and State University to regain the proper relations. Personnel in the schools are quite receptive to these visits and provide discussion regarding their concerns for research and developmental projects. With local vocational education personnel identifying the problems for which research may be required, the value of the RCU to a particular State will be more fully realized.

In addition, the various research coordinating, steering, and advisory committees were composed of members representing diverse groups and backgrounds, within and outside of education. Therefore, through this committee structure, relationships were established which helped the RCU achieve its goals.

5. Provide consultative services.

Adequate design of a research or developmental project is of paramount importance if the project objectives are to be realized. It was realized at an early date that the RCU staff must provide consultative services to eligible institutions, agencies, and individuals interested in developing proposals for research and training programs, experimental, developmental, or pilot projects.

Many applicants possessed the skills necessary to prepare a proposal and carry out the research activity, but there existed a wealth of potential researchers who needed assistance and assurance.

In addition to consultative services directed toward the preparation of research proposals and the carrying out of research activities, the RCU was looked upon as a source of consults for a number of other activities and agencies including: local school districts, State universities, the Appalachian Regional Laboratory,

an ES-70 project in Breathitt County Kentucky, graduate students, juvenile institutions, and custodial hospitals. An RCU staff member worked with the city of Bowling Green, Kentucky in the preparation of its educational plan for Model cities.

Consultative assistance and committee membership at the State Bureau of Vocational Education were also quite prevalent during the grant period, and this association is expected to continue and grow in the future. The RCU played a substantial role in the preparation of the Kentucky State Plan for Vocational Education. The Unit director served on six separate committees during the writing of the Plan. One of these committees was the steering committee for Plan development

Exemplary programs is another example of RCU participation with the State Bureau of Vocational Education, as is Educations Professions Development. The RCU will play an important role in the planning and carrying out of both of these programs.

The RCU is now firmly established as a resource for the vocational education personnel in Kentucky. Research is expected to remain as the number one Unit activity, but acceptance is a prerequisite to research success, if that research is to be of benefit to the State vocational education personnel. This acceptance has been earned and will be maintained.

6. Establish a continuing system for evaluating the research needs of the State program of vocational and technical education.

The organizational structure for a continuing system for evaluating the State research needs was an inherent part of the organizational structure of the Kentucky Research Coordinating Unit. It was anticipated that needed research could be classified into the following general categories: human resources, educational resources, manpower requirements and job opportunities, research training, and information services. Research coordinating committees were established for each of these categories. Membership on each committee was quite diverse, including members from each service area of vocational education, the

State Employment Service, counselors, administrators, and teacher educators.

The research coordinating committees discussed, but were not limited to, research needs relating to their particular committee assignment. There ideas were fed to the research steering committee which considered research questions from all coordinating committees and assigned research priorities. Major research needs were thus identified. This structure did not preclude the consideration of proposals generated by other individuals or organizations.

Unit staff have always played an important part in evaluating the research needs of the State. In its internal plan, the Unit identifies a major research thrust upon which other smaller projects may be predicated. The major upcoming thrust will be a total assessment of vocational education and vocational education needs in Kentucky. Inherent in this assessment study will be the development of a computer based vocational education information system.

7. Assist in the development of a computer based vocational education information system.

During the past two years, the Research Coordinating Unit staff was involved in a series of meetings and served on several committees in an attempt to organize, within the State Bureau of Vocational Education, a computer based information system. To date, the results have been less then satisfactory.

Initially, the Kentucky State Department of Education, Bureau of Vocational Education, was to set up its own information system. The system was to be known as VEPIS, Vocational Education Program Information System. The system was to include finance, personnel, student data, facilities, and program information. A steering committee was organized to coordinate the activities and to direct the establishment of a data base. It was decided that the financial subsystem should be established first. This subsystem became functional, but the establishment of the other subsystems has been slow in developing.

In the fall of 1968, the Vocational Education Information System (VEIS) was evaluated as a total system to be adopted by the Bureau of Vocational Education. Since this system did not meet the internal needs of the State, it was rejected.

The past several months have seen renewed activity regarding the development of a computer based system. A student data subsystem is presently being field tested and the resulting product will be fully operational by the fall of 1970. If the previously mentioned assessment of vocational education and vocational education needs in Kentucky becomes a reality, a total computer based information system would result as a very desirable by-product of that endeavor.

8. Coordinate occupational research within the State and cooperate with researchers outside the State.

Within the State organizational structure for vocational education, the director of the Research Coordinating Unit was considered to be the State Director of research for vocational education. As a result, proposals for funded research came under his jurisdiction. Therefore, the RCU director was aware of much of the proposed and operating occupational research activity in the State.

Since some educational agencies conducted in-house research and related activities without the aid of research funds, other methods had to be employed to keep abreast of the total State research picture, for if a research activity was being carried out in one institution it may be unnecessary to repeat it elsewhere. To facilitate this coordination, the RCU established lines of communication with the various institutions of higher education and the area vocational schools. Through this process the RCU was kept informed of local research and development projects. As an added incentive to the local educational agencies, the RCU will feature local activities in the RCU newsletter, thus keeping each institution informed as to the activities of all. This procedure will not only aid in coordinating the occupational research program, but it is also expected to stimulate added research effort.

The director of the KRCU is a member of the South-wide Research Coordinating Council for Occupational Research. This organization is composed of researchers and RCU directors from the Southern region. Through periodic meetings, each member is kept informed of the total research effort. Also, the Council plans major research or related projects to be undertaken cooperatively by the membership. Included among major Council activities was a study on Accreditation of Vocational and Technical Education Programs, and the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas.

The Kentucky Research Coordinating Unit has also carried on cooperative ventures with such agencies as the Ohio State Center for Vocational-Technical Education, the North Carolina Center for Occupational Education, the Tennessee Research Coordinating Unit, the Council of Southern Mountains and the Appalachian Regional Laboratory.

Dissemination activities also have helped to coordinate the effort among States. Research reports generated by the Kentucky RCU were distributed to other RCU's and, in return, other State RCU's have provided a similar service. The KRCU made every effort to answer requests for information from all agencies, inside and outside of Kentucky.

9. Development of an "Operational Handbook" for persons working with the KRCU.

Effort toward the development of such a handbook was slow to evolve. Shortages in staff caused this task to be pushed toward the end of the Unit priorities. This should not have been the case, for the existence of such a handbook could have saved the staff a considerable amount of consulting time, for the vocational education personnel of the State would have had ready access to information about the RCU and its funding and operating procedures.

The development of such a handbook was accomplished in August of 1969. Provision was made for the dissemination of the handbook to the vocational education personnel in Kentucky, to other State RCU'S, and the U.S. Office of Education.

CONCLUSIONS AND RECOMMENDATIONS

The Kentucky Research Coordinating Unit made substantial progress toward attaining its purposes during the grant period, although there were certain problems encountered during periods of staff shortage. Throughout its entire operation, the KRCU has been accepted by the vocational educators of the State and the Unit has received good support and cooperation in its endeavors.

The Unit is now fully staffed and in a position to expand its activities to an even larger extent. The continuation of the Kentucky Research Coordinating Unit has been written into the 1969 Kentucky State Plan for Vocational Education and State support has been assured. Providing the Federal support authorized in Part C of the Vocational Education Amendments of 1968 is forthcoming, the Unit expansion will progress as planned.

A shortcoming during this funding period was the full utilization of the committee structure organized for the RCU operation. Plans have been made to rectify this situation, and it is anticipated that these committees will play a larger role in the identification of needed research.

The KRCU research-resource library now contains quite an extensive collection of books, periodicals and reports. Efforts are now being made to make this library even more functional. Progress has been made in regard to making reports and pamphlets more readily accessable to the staff, graduate students, and vocational educational personnel who use the facility. Information services and the dissemination effort were slighted early in the grant period, but the necessity of these elements was always recognized and these services have become a major Unit activity.

The research and development handbook developed as a part of this grant is in the process of being printed. This handbook is expected to contribute much to the RCU operation by informing vocational educators about the Research Coordinating Unit functions and operating procedures.

Consultative help and support of the live personnel of the Bureau of Vocational Education developed as major Unit activities. The RCU staff possessed expertise which could benfit the state vocational education leadership, and at the same time the position of the RCU was strengthened through the relationship.

The KRCU has established a major research thrust for the ensuing months. This thrust is an assessment study of vocational education in Kentucky and the vocational education needs of the

State. Two major outcomes are expected from this study. The first is a Master Plan for Vocational Education in Kentucky, and the second is the development of a computer based vocational education information system.

In addition to the major research thrust, more emphasis will be placed on functional, operational research on existing problems in vocational education. This emphasis will be directed toward program development and improvement. Therein lies the payoff for vocational education.

VI. APPENDIXES

Appendix A.

KENTUCKY RESEARCH COORDINATING UNIT
IN VOCATIONAL EDUCATION

-Staff on September 1, 1969-

Administration

Carl F. Lamar, Assistant Supt.
Vocational Education
State Department of Education
Frankfort, Kentucky

George W. Denemark, Dean
College of Education
University of Kentucky
Lexington, Kentucky

Research Staff

Clayton P. Omvig, Director
Kentucky Research Coordinating Unit
for Vocational Education

Floyd L. McKinney, Research
Associate in Educational
Resources Development

Steven J. Gyuro, Research
Associate in Manpower
Development and Employment
Opportunities

Alfred J. Mannebach, Research
Associate in Human Resource
Development

Arsenio Espinoza, Research
Associate in Information
Services

Graduate Assistants

Sheri Denton (Mrs.)
Elmer Maggard

Secretaries

Wilda J. James (Mrs.)
Anne C. Mills (Mrs.)
Sheila G. Onkst (Mrs.)

Appendix B

RESEARCH COORDINATING COMMITTEES
(As of April 1, 1967)

Human Resources Development

Carol J. Van Tassel, Chairman
Lyle M. Neikirk (Adm)
George L. Luster (Agri)
Charles Bright (B & O)
Robert Talbott (Dist)
Billy Braden (Guid)
Mildred Winkler (Hlth)
Evangeline Kelsay (H Ec)
Leonard Burkeen (SES)
L. C. McDowell (T & I)
Fred Bartel (Tech)

Educational Resource Development

Daniel S. Arnold, Chairman
E. P. Hilton (Adm)
M. M. Botto (Agri)
George Vanover (B & O)
Mary Allshouse (Dist)
Kearney Campbell (Guid)
Moseille Jester (Hlth)
Mary Belle Vaughn (H Ec)
David Parker (SES)
Fred Martin (T & I)
Steve Marcum (Tech)

Employment Opportunities

Harold R. Rowe, Chairman
Edgar E. Hume, Jr. (Adm)
Charles O. Neel (Agri)
Kenneth Carter (B & O)
Marvin Cole (Dist)
Mary Alta Tucker (Guid)
Rebecca Forrest (Hlth)
Ann Gorman (H Ec)
Jack Doyal (SES)
Edgar Vaughan, III (Tech)
William E. Ray (T & I)

Manpower Development

Lowell A. Gough, Chairman
James R. McGown (Adm)
John M. Adams, Jr. (Agri)
Bobby Lane (B & O)
John Maguire (Dist)
Richard Turner (Guid)
Marion Uterhart (Hlth)
Mary Lois Williamson (H Ec)
Charles Furr (SES)
Arthur Morgan (Tech)
Gene Smotherman (T & I)

Training Programs

Carl F. Lamar, Chairman
Bobbie R. Grogan (Adm)
Harold R. Binkley (Agri)
Vernon A. Mussellman (B & O)
Maurice Baker (Dist)
Victor Shoemaker (Guid)
Doris Schmidt (Hlth)
Inez Hill (H Ec)
Hulon Wallace (SES)
Devert Owens (Tech)
Robert Sloan (T & I)

Information Services

Charles D. Wade, Chairman
Bobbie R. Grogan (Adm)
W. C. Montgomery (Agri)
Virginia Pratt (B & O)
Robert Talbott (Dist)
Curtis Phipps (Guid)
Doris Schmidt (Hlth)
Donnalie Stratton (H Ec)
Samuel Evans (SES)
Devert Owens (Tech)
William E. Ray (T & I)
Mary Alta Tucker (Pub Info)
George L. Luster (Inst Mat)

Appendix C

STATE RESEARCH STEERING COMMITTEE ON VOCATIONAL EDUCATION

(As of April 1, 1967)

John D. Rowlett (Chairman)
Dean, School of Technology
Eastern Kentucky University,
Richmond

William M. Jenkins, Dean
Bowling Green College of
Commerce
Western Kentucky University,
Bowling Green

Raymond C. Bard, Exec. Dir.
University of Kentucky Research
Foundation
Lexington

Don E. Elswick
Director of Research
State Dept. of Education
Frankfort

John D. Leslie, Manager
Economic Development Research
Spindletop Research, Inc.
Lexington

C. Nelson Grote (V.Chairman)
Chairman, Div. of Applied Arts
Morehead State University
Morehead

Robert W. McDonald, Principal Statistician
Div. of Research & Statistics
Dept. of Economic Security
Frankfort

Hugh L. Oakley, Dean
School of Applied Sciences &
Technology
Murray State Univ., Murray

Brooks Giles, Asst. Professor
Dept. of Industrial Arts
Kentucky State College
Frankfort

Guy S. Potts, Superintendent
Fayette County Public Schools
Lexington

Appendix D

STATE RESEARCH ADVISORY COMMITTEE
ON
VOCATIONAL EDUCATION
(As of April 1, 1967)

Bobbie R. Grogan (Chairman)
Asst. Dir. Vocational Edu.
State Dept. of Education,
Frankfort

Eddie W. Belcher
Assistant Superintendent
Louisville City Schools
Louisville

Robert W. Rudd, Professor
Agriculture Economics
University of Kentucky
Lexington

Louis Ison, President
Ky. Farm Bureau Federation
Harrodsburg

James B. Graham, Superintendent
Nelson County Schools
Bardstown

Robert Johnstone, Chairman
Department of Agriculture
Berea College
Berea

Charles T. Wethington, Dir.
Lexington Technical Institute
Community College System
University of Kentucky
Lexington

Frances Goldsmith (Secretary)
Head, Dept. of Home Eco.
University of Louisville,
Louisville

James O. Bohanan, Acting Dir.
Div. of Economic Research
Dept. of Commerce
Frankfort

Samuel Ezell
Executive Secretary, Treas.
Kentucky State AFL-CIO
Louisville

Albert Whitehouse, Director
Office of Eco. Opportunity
Frankfort

John Lewis, Exec. Vice-Pres.
Ky. Chamber of Commerce
Louisville

Samuel C. Evans
Community Employment Program Supervisor
Div. of Employment Service
Dept. of Economic Security
Frankfort

E. Grant Youmans
Economic Development Div.
Economic Research Service
U. S. Dept. of Agriculture
University of Kentucky
Lexington

APPENDIX E.

PROJECTS AND ACTIVITIES

(Beginning June 1, 1965)

Study of Employment Opportunities and Competencies Needed in Farming Occupations in the West Kentucky District.

Study of Opportunities for Gainful Employment in Home Economics Related Jobs in Kentucky.

A Comparative Study to Determine the Relative Effectiveness of Four Methods of Teaching Office Practice -- a battery text book type situation, a simulated office practice laboratory, a cooperative work experience program, and a non-pay cooperative work situation.

Study of Off-farm Agricultural Occupations in the South Central District of Kentucky.

A Summary of Studies that Related to Employment Opportunities, Human Resources, and Educational Resources in Kentucky

A Monthly Listing of MDTA Projects, Coordinators, and Instructors.

A Summary of Studies and Articles that Relate to Manpower Development Program Planning and Implementation.

Cost-Effectiveness Study of the Vocational Programs of Somerset Vocational School.

Collection of Information for the National Directory of Vocational Education being Produced by the Wisconsin Center for Vocational and Technical Education.

Survey to Determine the Interest on the Part of Vocational Educators to Receive Information Concerning Research.

Communications Network in Vocational Education in Kentucky.

Status of Distributive Education in Kentucky High Schools.

A Study of Dropouts from the Youth Mobility Project, YM 6178.

Appalachian Residential Vocational School for Youth, 16 to 21 years of Age, With Special Occupational Education Needs. (One of Six proposals approved by the National Advisory Committee for Vocational Education and Recommended to the U.S. Congress for funding, funds not made available.)

Survey of Educational Resources for Vocational and Technical Education in Kentucky - KRCU Project Supported by USOE Grant. (Not Funded)

Survey of Research Capability in Kentucky that is Accessible to Vocational and Technical Education - KRCU Project Supported by USOE Grant. (Not Funded)

Demonstration Project at Reidland High School (McCracken Co.) for Training Farm Youth in Non-Farm Agricultural Occupations. Supported by USOE Grant to College of Education, University of Kentucky.

Research Training Institute for Professional Personnel in Vocational and Technical Education. Submitted through College of Education, University of Kentucky to the USOE for financial support.

Summer Institute: Curriculum Development for Related Classes in Cooperative Work Experience or in a Simulated Office Class. Submitted through the College of Education, University of Kentucky, to the USOE for financial support. (Proposed)

High School Curriculum Study in Vocational Agriculture Designed to Test the Relative Feasibility of Three Different Curricula Patterns. (Planning stage)

Pilot Study: A Curriculum Study Pertaining to the Out-of-School Young Farmer Program to Determine the Feasibility of Different Curricula Patterns and the Use of Full-Time Teachers. (Planning stage)

Development of Research-Resource Library for Vocational and Technical Education to Serve the Needs of the Research Staff and Other Interested in Occupational Research.

Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

A Survey of Central Kentucky's Training Needs for Employment Opportunities (Skilled, Technical and Clerical Jobs)

A Survey of Secondary Data To Determine Training Needs for Semi-Skilled Occupations in Central Kentucky, Supported by Bureau of Vocational Education, State Dept. of Education.

State-Wide Assessment of Employment Opportunities of Concern to the Different Program Fields in Vocational and Technical Education (includes several proposed projects)

a) Determining Employment Opportunities in Ky. Where Knowledge and Skills in Home Economics are Involved.

b) A Survey of Farming Opportunities in Six Selected Counties of Kentucky to Determine the Needs for Programs of Vocational Education in Agriculture.

c) A State-Wide Survey of Health Occupations and the Competencies Needed to Perform these Occupations.

A Proposal for a Pilot Project for Youth with Special Needs in Northern Kentucky.

A Proposal for a Follow-up Study of MDTA Farm Trainees in the Somerset Area.

Evaluation of Business and Office Cooperative-Work Program in Jefferson County Schools.

The Identification and Quanification of Technical Competencies Needed by Teachers of Selected Areas of Vocational Industrial Education.

A Clinical Workshop in Mental Health and Psychiatric Nursing for Instructors in Schools of Practical Nursing. July 17-28, 1967

A Seminar for Supervisors and Teacher Educators of Teachers of Persons with Special Needs. June 12-23, 1967.

National Seminar for Professional Leaders of Youth Organizations in Vocational Education. June 12-16, 1967.

National Seminar for State Directors of Vocational Education, May 22-27, 1967.

A Study of Research Resources in Kentucky which may be Oriented to Occupational Research Significant to Vocational Education.

A Follow-up Study of Graduates of Area Vocational-Technical Schools in Kentucky.

A Study of the Image of Vocational Education in Kentucky as Viewed by Knowledgeable Persons.

A Follow-up Study of MDTA Trainees at Lafayette Area Vocational-Technical School.

A Study of What Services Unemployed Women Need in Order to Become Employable.

A Study of Research - Resource Libraries and Information Retrievel and Dissemination Systems as a Basis for Organizing a Resource Library for the Kentucky Research Coordinating Unit

Development of a Guiding Philosophy and Objectives of Vocational Education in Kentucky.

Seminar on Leadership Development of New State Employees in Vocational and Technical Education.

Seminar on Agricultural Occupations Program Development.

Seminar on Leadership Development on Executive Directors of State FFA Associations.

Seminar on Curriculum Development in Vocational and Technical Education.

Summer Training Institute for Teachers of Persons Working in Child Day Care Centers. (Not Funded)

Research Training Institutes for Selected Persons in Vocational Education.

Study Predicting the Success of Prospective Students in Licensed Practical Nursing Programs.

A Pilot Program for Unemployed and Underemployed Persons who are Eligible for Occupational Training Under Provisions of MDTA.

A Study of Training Programs in Eastern Kentucky that Operated Under the Manpower Development and Training Act. Supported by the Division of Vocational Education, State Dept. of Education.

A Study to Identify the Role of the Trade and Industrial Teacher in Kentucky Area Vocational Schools as it Related to Skills and Knowledges Commonly Ascribed to Trade Teachers in the Nation and Teachers in General.

Training Program for Supervision at the Foreman or Crew Chief Level.

Evaluation of Vocational Home Economics Programs in Terms of the Effectiveness of Full-Time Home Makers and Full-time Employees Who are Also Homemakers.

Inter-disciplinary Program in Vocational Education. (Pilot Project)

An Instructional Program for Teachers of Occupational Training Programs Utilizing Home Economics Skill and Knowledge.

Institute to Develop Guidelines for an Exploratory Program in Vocational and Technical Education for Junior High School Students. 8-5-68, 12-31-68.

The Effect of a Developmental Reading Program for Vocational Students. Reading Improvement for Vocational Students.

A Pilot Demonstration Program in Distributive Education to Validate the Need for Pre-Service Training for Cashier-Checkers in Self-Selection Stores.

Developmental Program in Distributive Education in Area Vocational-Technical Schools. (Utilizing Simulated Work Experience)

A Comparison of Timed Writing Performance in Type Writing and Typing Habits.

Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations.

Kentucky Village Programs - Yesterday, Today and Tomorrow. A study of State Supported Education Programs for Juvenile Delinquents. Sept., 1967.

Training Institute for Teachers of Agriculture in Program Development in Agricultural Occupations.

Youth with Special Needs in Fayette County Schools - A Pilot Program.

Project on Adult Literacy.

Training Institute in Agricultural Technology for Teachers of Agriculture for Curriculum and Program Development in Agricultural Occupations.

Vocational Education Needs of Greater Louisville.

Reactivation of Inactive Skilled Health Workers in the Commonwealth of Kentucky.

Proposal Prospectus for a Vocational Education Planning System for the Louisville-Jefferson County Area. A Working paper. March 1968

Curriculum Development for Related Classes in Cooperative Work Experience or in a Simulated Office Class. June 10, 1966 - July 9, 1966.

Development of New Methodology to Forecast Requirements for Skilled Technical Workers. July 1, 1965 - June 30, 1967.

A Summer Training Program in Curriculum Development in Vocational and Technical Education. (Not Funded)

Instructional Television for the G. E. D.

A Training Program in the Recruitment, Selection, and Training of Trade and Industrial Education.

A Cost-Benefit Analysis of Vocational Education in Kentucky

Comparative Profiles of Business-Economic Education Curriculum in Kentucky Schools, 1963-64 and 1967-68 .

A Program of Subsistence Agriculture for Adults with Special Needs.

A Study of Factors Associated with Outcomes of MDTA Agricultural Education Projects in the Somerset Area.

Study of the Diffusion Network in Vocational Practices in Kentucky.

A Comparison of Salaries for Vocational Instructors Who Have Returned to Industry.

Place of Employment of Vocational Graduates.

Academic Needs of Area Vocational School Students.

Refresher Course for Registered Nurses.

Assessment of Vocational Education Needs in Kentucky. (Planning Stage)